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Democratic and autocratic ideals of government, as the fourth section, are stated by Bryce, Root, and Treitschke, among others. In like manner writers and advocates in the warring nations discuss the new Europe and a lasting peace; describe the features of American life and character; and make evident the foreign policy of the United States. About ten pages of carefully selected notes and references to further reading complete the book.

The selections and the authors have been well chosen; the material is well arranged; the mechanical make-up of the book is good. The thought that students of the war would profit by having such a collection of addresses, papers and selections from writings gathered between the covers of a single book for study and reflection is a happy one.

These are the reactions of men sitting off and, as it were, viewing the cataclysm from afar. What are the issues of the war to the soldier, and for what ideals were the men in the trenches, on the sea and in the air fighting? Do the men who "did the job" have these same lofty sentiments? Were they actuated by and did they carry on in the same spirit of idealism? We have had scattered, isolated expressions of the soldier's sentiments. How do they compare? If they differ, which represents best the issues and ideals of the war? Thus and more does the book stimulate mental reaction.

As a collection of possible declamations for public occasions, as collateral reading in history courses, as illustrative of modern literary form in exposition, description, argumentation and narration, the book will have a valuable place in both history and English classes.—L. A. W.

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ROBERTSON, JUDGE BUXTON. *GUIDE-POSTS FOR THE CLASS ROOM*. 87 pages. 75 cents. 1918. (Published by the author, Concord, N. C.)

This is a readable little treatise dealing with the everyday problems of the class room in a common-sense way. It is intended not for the technical student of education but especially for the young teachers (though it has valuable suggestions for older ones as well). The twelve chapter headings are: "The School Grounds," "The School Room and Its Equipment," "Making Ready for the Opening," "The Daily Program," "The Teacher," "The Assignment of the Lesson," "Teaching the Lesson," "Two Kinds of Books," "Playtime and How to Use It," "Discipline," "The School and Its Environment," "The Final Function of the School." In the appendix are to be found four pages of "Practical Precepts" and four pages of "Mottoes for the School Room."

The author has had many years' experience as teacher in both town and country schools and as superintendent of both these types of schools. It is directly out of this first-hand experience that his book has grown. He is at present superintendent of the public schools of Cabarrus County.—N. W. W.

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POWERS, H. H. *AMERICA AND BRITAIN*. The Macmillan Company, New York, 1918. Pp. iv + 76. Price, 40 cents.

This is a straightforward, readable story of the relations between Great Britain and America graphically presented and illustrated with numerous dramatic incidents from our international history. Its purpose is to clear up some of our misunderstandings, remove certain prejudices now hoary with age, and to foster better understanding and mutual good will between these two great peoples. The facts presented do not always square with some of our traditional notions, but they are convincing nevertheless, and the reader is led (if he reads with an open mind) to a deeper appreciation of the great background of good-will for America that has conditioned Great Britain's dealings with us, even when surface differences have so obscured this fact as to cause us almost to forget that we are really one people. A careful reading of this little volume will strengthen the bonds of Anglo-Saxon mutuality that must hold us closer together in the years to come. Teachers of British and American history in our high schools and colleges should not only make use of this book themselves but they should see that their students have an opportunity to read it. It is a little book with a great big idea.—N. W. W.

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#### WORDS OF APPRECIATION

MR. A. V. ANDERSON, Principal of the Stantonsburg High School, says:

"I have enjoyed reading each copy and I think that every teacher in North Carolina should be a subscriber to this publication."

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Prof. J. G. Baird, principal of Baird's School for Boys, Charlotte, writing his opinion of THE HIGH SCHOOL JOURNAL, says: "The October issue is indeed a gem. It should stimulate the indifferent teachers to higher aims."

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Debating clubs are to a certain extent a substitute for theatrical entertainments: an American cannot converse, but he can discuss; and when he attempts to talk he falls into a dissertation.—ALEXIS DE TOCQUEVILLE.